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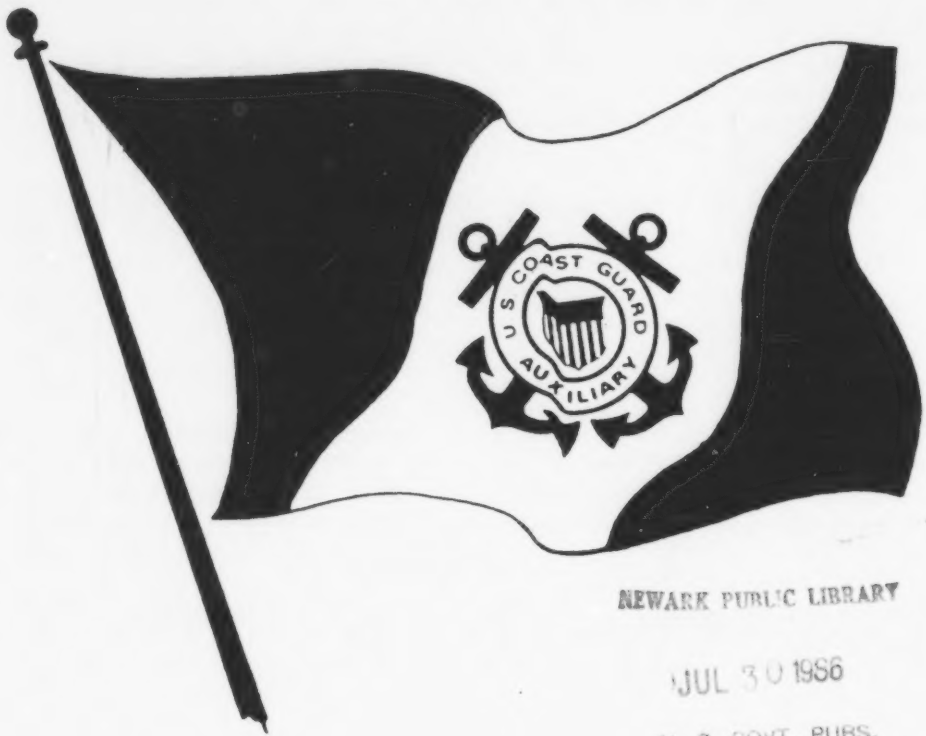

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CAREER CANDIDATE OFFICERS GUIDE

(AIM & RAP)

COMDTINST M 1100.4

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U.S. Department of Transportation
United States Coast Guard

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United States Coast Guard

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COMDTINST M1100.4

6 JUN 1986

COMMANDANT INSTRUCTION M1100.4

Subj: Coast Guard Auxiliary Career Candidate Officers Guide

1. PURPOSE. This Guide is intended for use by all Career Candidate Officers in the Academy Introduction Mission (AIM) and the Recruiting Assistance Program (RAP). It details both programs and provides procedures for properly carrying out the assignment.

2. DISCUSSION. Both AIM and the RAP progam have been growing in importance to the Coast Guard's overall recruiting efforts. To make these programs most effective it has become necessary to set specific guidelines and publish procedures to be used consistently nationwide. Career Candidate Officers Guides are available at the Auxiliary National Supply Center (ANSC) through the usual ordering channels on the basis of three per unit. ANSC stock # 5013.

3. ACTION. District Commanders shall encourage use of this Guide by Auxiliary Career Candidate Officers. Coast Guard officers working in recruiting should also familiarize themselves with this Guide as a method of becoming acquainted with recruiting support available from the Coast Guard Auxiliary.

4. FORMS AVAILABILITY. All forms required by this Guide are available from the Auxiliary National Supply Center (ANSC) or may be reproduced. Necessary directions for preparation of forms may be found in this Guide.

T. T. MATTESON
CHIEF, OFFICE OF BOATING, PUBLIC
AND CONSUMER AFFAIRS

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CHAPTER 1. PURPOSE AND PROGRAMS

A. Introduction

This Guide provides procedural instructions to Coast Guard Auxiliary Career Candidate Staff Officers of the flotilla, division, and district organization. It follows the policy direction of the Auxiliary Manual, COMDTINST M16790.1 (Series) and of Commandant Instruction 1531.1 (Series), and is intended as an outline of the methods to be followed in implementing the Academy Introduction Mission (AIM) and the Recruiting Assistance Program (RAP).

B. Academy Introduction Mission (AIM)

The primary purpose of AIM is to assist the U. S. Coast Guard Academy in securing desirable young men and women as cadets and future officers in the U.S. Coast Guard. It is part of the overall recruitment effort of the Academy. The second objective is to increase public awareness of the U.S. Coast Guard and its components; the third is to foster a spirit of cooperation between the Coast Guard and the Auxiliary.

C. Recruiting Assistance Program (RAP)

RAP assists the Coast Guard in obtaining qualified regular and Reserve enlisted members and officers.

D. Duties of the Career Candidate Officer

1. Flotilla Career Candidate Officer (FSO-CC)

a. Assume staff responsibility for matters relating to the Academy Introduction Mission (Project AIM) and the Recruitment Assistance Program (RAP).

b. Maintain close liaison with the Division Career Candidate Officer to ensure timely and effective coordination and implementation of all AIM/RAP related activities.

c. Submit to Division Career Candidate Officer reports and articles for publication that will keep the membership informed concerning AIM/RAP activities.

d. Contact high school counselors to discuss and publicize the objectives of AIM/RAP Programs.

e. Forward to the Division Career Candidate Staff Officer (SO-CC) candidate applications, letters of recommendation, transcript of grades, SAT scores, picture (if possible), flotilla rating sheets and any health certificates regarding eyes, ears etc.

f. Arrange for early interviews and screening of potential AIM candidates.

g. Keep in touch with local Coast Guard recruiting officer and promote liaison between recruiter and high school guidance counselors.

h. Keep in touch with successful AIM candidates while they are in the Academy.

i. Report, as required, to the Flotilla Vice Commander on the status of the Career Candidate program.

1.D.2. Division Career Candidate Officer (SO-CC)

a. Ascertain names and locations of all high schools in the area, arrange schedule of Flotilla Career Candidate officers to assure each school is visited without duplication by FSO-CCs.

b. Attend district seminars/workshops.

c. Publicize the AIM and RAP programs.

d. Collect from FSO-CC AIM preliminary applications and allied material, and forward with division screening information to the District Career Candidate Staff Officer (DSO-CC).

e. Make personal contact with applicants and parents, and assist district board in selecting applicants.

f. Consider presenting a Satellite AIM program.

g. Report regularly to DCO and Director of Auxiliary on status of programs.

h. Keep in contact with local recruiter and work out ways to assist. Keep recruiter informed of good candidates not selected for AIM who might be interested in other Coast Guard programs.

3. District Career Candidate Officer (DSO-CC)

a. Supervise the AIM/RAP program.

b. Maintain close contact with FSO-CC and SO-CC. Schedule AIM candidate interviews and inform CC officers at every level of which candidates were selected.

c. Publicize programs. Assist with creating contacts at local high schools and with qualified young people.

d. Present district seminars/workshops on AIM/RAP program.

e. Maintain records, pass on records to successor.

f. Attend Career Candidate Workshop held annually during AIM Week at the U.S. Coast Guard Academy.

CHAPTER 2. THE ACADEMY INTRODUCTION MISSION (AIM)

A. History and Rationale of AIM

1. The Academy Introduction Mission began in 1955 when VADM Alfred Richmond, then Commandant of the Coast Guard, in an address to the Auxiliary Spring National Conference, presented the idea for an "Academy Activity Week". Having grown into a vital program, in 1966 it became known as Academy Introduction Mission (AIM Week). The primary purpose of AIM has always been to assist in securing cadets and future officers for the Coast Guard. From its inception AIM participants have been selected and sponsored by the Auxiliary, and their introduction to the Academy has been conducted by the Academy staff. The program has consistently provided to prospective candidates a week in residence at the Academy preceding their senior year in high school.

2. Through the years AIM has provided an opportunity for young men and women to experience the Academy life first hand. Selected competitively during their junior year in high school, AIM participants are interested in the Coast Guard Academy, and are physically and mentally qualified to enter the national competition for appointment. Generally, all or part of their travel expenses to the Academy are paid by the sponsoring Auxiliary unit. Their costs of board and room at the Academy are paid by the Coast Guard. The intensive program gives the AIM participant the experience of being a fourth-class cadet, with all the stress of time-pressure which makes the Academy experience unique and difficult.

3. The Academy Introduction Mission has become a continuing Auxiliary program appreciated by the Academy and the Coast Guard because AIM participants are so well motivated before they become cadets. They know what the Academy is all about. Over the 1974-84 decade, 76% of cadets who had previously attended AIM graduated from the Academy, versus 51% of all entering cadets.

4. The Auxiliary also benefits from the Academy Introduction Mission. It benefits in two ways, increased visibility with the active Coast Guard and enhanced public image locally. The Auxiliary is well known to a special group of Coast Guard members, those dealing with boating safety and SAR operations. Through the AIM program every cadet, and every newly-commissioned Academy graduate, has heard about the Auxiliary in a positive way. Similarly, through the efforts of the Career Candidate Staff Officer, the Auxiliary is reaching a broader group than just recreational boaters.

5. The Auxiliary provides an opportunity for well-qualified young men and women to be on-campus at one of the country's leading technical colleges, which is an experience available at only a small number of schools. As a result, high school counselors are one of the best sources of AIM applicants.

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2.B. AIM Procedures and Career Candidate Officer Responsibilities

1. The first basic premise a Career Candidate Officer discussing AIM must stress is the fact that the Coast Guard Academy is the only one of the national military academies where admission is through competitive examination only, not through congressional appointment, and that there are no geographic limitations. Entrance requirements are rigid and academic standards are high. Careful screening should be established in the selection of candidates.

2. To the public Career Candidate officers represent the Coast Guard and the Academy. For many citizens the Career Candidate Officer may be the only contact with the Coast Guard. Uniforms should be worn smartly and the manner in which you conduct yourself and the program must be of the highest professional order. This means that the Career Candidate Officer should be knowledgeable of what is expected in the job, be knowledgeable of the Coast Guard Academy Bulletin and the missions of the Coast Guard. The Career Candidate Officer should be prepared with all necessary materials, complete preliminary work in advance, and carry out procedures within proper time frames.

3. The Auxiliary year runs from 1 January to 31 December, as generally does an appointed staff officer term. The Career Candidate Staff Officer's task, however, begins with the school year in September. It benefits the AIM program very much if the Career Candidate Staff Officers, at each Auxiliary level, are designated in November. The continuity in the AIM program is worth the effort. The Timetable on the following page is a guide for Career Candidate Officer's activities.

2.B.3 (cont'd) PROJECT AIM TIMETABLE

Nov 1-Dec 15	Introductory Letter (enclosure (1)); Application (enclosure (2)); and Bulletin of Information -- sent to schools by FSO-CCs. News releases and other public announcements issued.
Dec 15-Feb 15	Follow-up letter (enclosure (3)), sent and/or telephone contact with schools made by FSO-CCs.
March	Completed applications sent to SO-CC for screening and interview scheduling (enclosures (4 & 6)). NOTE: Applications deficient in any respect may be disqualified.
Apr 1-Apr 20	Final division interviews.
May 1	Each division to have sent to district CC completed final "Application for Academy Introduction Mission at the U.S. Coast Guard Academy" for the two applicants who have received the highest AIM selection scores.
May	AIM Day orientation.
May	District CC and Director of Auxiliary review selection of final district AIM candidates and alternates. District reports AIM selection to Director.
May 15	Confirmation from district on applications. Inform candidates selected as to primary or alternate status, enclosure (10). Inform candidates not selected, enclosure (9). Invite principal candidates to AIM Week per sample letter (enclosure (11)).
June 1	Chief Director's Office must receive the final application by this date. (DSO-CC must forward completed application via Director).
July 15	Mandatory Travel Form (enclosure (12)) must have arrived at Coast Guard Academy.
August	AIM Week at Coast Guard Academy (First full week)
Aug 15-Dec 15	Post AIM follow-up.

2.B.4. Funding

a. Fund raising is an on-going responsibility for the flotilla, division, or district which sponsors a participant in the Academy Introduction Mission. The further the Auxiliary unit from New London, Connecticut, home of the Academy, the more expensive the travel. The majority of "AIMers" have their travel expenses fully paid by their sponsoring Auxiliary division or district. Others have only a partial expense payment for the principal nominee. Any alternate AIM selectees usually pay their entire travel expense. Generally, "AIMers" who pay for their own travel are well-motivated and participate fully in the AIM experience. Therefore, Auxiliary districts and divisions should not back away from sponsoring an AIM candidate because of lack of money.

b. It is important that, immediately upon the candidate's appointment, the flotilla/division/district Career Candidate Staff Officer has provisions for travel expenses for the AIM participant. Plan ahead. Is the AIM travel money already in the district/division/flotilla budget? If not, can it be voted in by the membership? Is fund raising for this specific purpose necessary? How? Many dollars have been raised for AIM travel over the years by regularly conducting raffles, etc at the monthly flotilla and division meetings. What is your Auxiliary unit doing to raise the AIM travel money?

C. Guidelines

1. Read these guidelines carefully. The instructions contained herein are to be followed precisely, if the goals of conducting the selection process uniformly is to be achieved at the division and district levels. Any deviation from these procedures are to be authorized by the DSO-CC.

2. The SO-CC's are responsible for the conduct of Project AIM for their division. Each SO-CC will confirm that a candidate's application is processed through the division located geographically where a candidate resides, as designated by district and Coast Guard. No candidate may apply through any other division.

D. Three Phases of Project AIM

1. Phase I - Preliminary Activities

a. AIM Workshop. The district Career Candidate Officer should work with unit elected officers and with division and flotilla CC officers in establishing an AIM Workshop to be held in early fall. Since it is important for these officers to have a proper understanding and knowledge of implementation procedures, all DCP's, VCP's, FC's, DSO-CC's, SO-CC's, and FSO's should be urged to attend. This Workshop will provide an updating on Academy admissions and program changes.

2.D.1.b. Program Organization

The program within the division can be organized a number of ways, depending on the area served and the availability of FSO-CC's. It is the SO-CC's responsibility to organize the activity within the division to best meet the division's circumstances, and to keep the FSO-CC's informed. It is the division's responsibility to make candidate selection within the guidelines. The district will provide necessary and up-to-date information and materials. The official selections will be announced by the district.

c. Publicity

(1) Experience has shown that well placed publicity can be very productive in accomplishing the program's objectives. It will also be safe to assume that many potential applicants will not get the information on AIM through the schools. Several contiguous divisions may work together and share the cost of a newspaper advertisement. One SO-CC may be designated to receive all inquiries and forward them to the proper division. Many newspapers will provide public service space at no charge.

A sample advertisement might be:

HIGH SCHOOL JUNIORS

Interested in a career as an officer in
THE UNITED STATES COAST GUARD?

For information about a one week orientation
at the COAST GUARD ACADEMY
contact:

(NAME, ADDRESS, PHONE NUMBER)

2.D.1.c. (2) In addition to an advertisement announcing the program, an announcement of the students selected should be put in the local papers, as well as the school paper. A sample announcement follows:

> "The United States Coast Guard Auxiliary Division _____ is pleased to announce that _____, a Junior at _____ High School, has been selected as a participant in the Academy Introduction Mission (Project AIM), which could lead to an appointment to the U.S. Coast Guard Academy. Project AIM is sponsored by the Coast Guard Auxiliary and will be conducted at the Coast Guard Academy, New London, Connecticut, August _____. During this program, participants live the routine of an Academy cadet. They are briefed on the Academy program and Coast Guard missions. Participants are selected for this program on a competitive basis and must meet the basic requirements for admission to the Academy."

(3) The importance of publicity is not to be ignored. The division and flotilla public affairs officers should be an integral part of this effort. It is the responsibility of the Career Candidate Officers to supply appropriate stories, announcements, etc. and to determine that the material has been received by the media in time.

d. Guidelines For Working With the High Schools

(1) Although the official announcement concerning Project AIM is made by letter (enclosure 1), this letter should be accompanied by several preliminary applications (enclosure 2), an Academy Bulletin of Information (catalogue) if available, AIM pamphlets, and any additional appropriate material. Local recruiting officers frequently have officer procurement information bulletins available; contact them early in the program. Career Candidate Officers should develop relations with the school as a year 'round activity. Personal visits are a must to ensure success, and should be made after the CC Officer's first letter. If a response is not received from the first letter, a follow-up should be made by telephone or a second letter should be sent.

(2) It is recognized that a great variety of operating rules and procedures exist among the school systems of the country. In general, it is the high school where Project AIM efforts should be devoted. The contact person for school visits could be the superintendent, principal, or guidance director. It is suggested that the guidance director be the contact person. The guidance director is responsible for counseling on activities such as AIM and can arrange a school visit for you.

(3) Do Not Show Up Without An Appointment!

2.D.1.d

(4) It should be made clear to the guidance director what the Career Candidate Officer represents and that the CC Officer is knowledgeable about Academy requirements and admission procedures. It should be emphasized, however, that CC Officers are not Coast Guard recruiters.

(5) Do not be over zealous or aggressive. The primary goal at the initial meeting is to win the confidence and support of the guidance people.

(6) Many school officials have influence with students, but the key person in guiding and directing them is the guidance counselor, a professional whose main interest is assisting students in making decisions for their future. The more a counselor understands about AIM, the Academy, and the Coast Guard, the more likely they will be helpful in identifying prospective candidates having the motivation and potential to be successful at the Academy.

(7) The counselor should know the type of young person that Project AIM and the Academy are seeking. Familiarize the counselor with AIM requirements, procedures, curriculum, the principal causes of success and failure, and the career opportunities.

(8) After contact with guidance personnel has been made, the CC officer should request a meeting with potential candidates. The meeting may take place the same day or at a later date. Many schools have an Armed Services Orientation Program or a College Night. These programs are excellent vehicles to meet with prospective candidates.

(9) If an AIM officer is invited to participate in one of these programs, it is necessary to coordinate this activity with the local Coast Guard recruiters and the Office of Officer Programs. It is critical that any AIM officer participating in such a program be knowledgeable of the Academy Bulletin of Information and other officer and enlistment programs. Preparation is required to assume this responsibility properly.

(10) AIM officers should be available for individual counseling, if the opportunity exists. The opportunity for an in-depth evaluation is most valuable to the Academy.

2.D.2. Phase II - Selection of Candidates

a. Preliminary Review of Application

(1) Each application should be given preliminary screening as soon as it is received. The transcript should be reviewed for five semester grades and SAT, PSAT, or ACT scores. If the 2 and 1/2 year average is below 85 or B, along with a SAT math score below 500 or a verbal below 450, or a total of the two scores are less than 1,000, the chances are very unlikely that such an applicant would receive regular appointment. Continuing to work with such an applicant would raise hopes unjustifiably. A letter, (enclosure (4)), should be sent notifying the applicant that basic scholastic requirements were not met.

(2) Applications meeting minimum academic standards should be carefully screened for completeness and include:

(a) Application totally filled out.

(b) A transcript of grades for the 9th, 10th and first semester of the 11th grades.

(c) PSAT, SAT, or ACT scores.

(d) Counselor's recommendation.

b. Pre-Board Score

(1) The Pre-Board Score is determined in accordance with the instructions in paragraph 2.E. This Score should be placed in the appropriate block on the applicant summary sheet. (enclosure (5)).

c. Interviews and the Selection Board

(1) Rather than have applicants go through two interviews, the flotilla and division levels, the division should consider conducting all interviews, unless the number to be interviewed would require extensive time commitment by the division selection board members. Each member serving on a selection board should be present for all interviews conducted by that board. Detailed guidelines will be found in paragraph F, "Instructions For AIM Selection Board".

2.D.2.c. (2) Applicants should be notified in advance of the time and place of the interview. A letter (enclosure (6)) to this effect should be sent. Appointment times should be arranged so students and parents do not have to wait too long.

(3) Members of the selection board should be notified well in advance and commitment obtained from each to participate in all interviews (enclosure (7)). To serve on the Selection Board, consideration might be given to inviting a Coast Guard officer, who is a graduate of the Coast Guard Academy, and/or a guidance counselor from one of the schools not having a student being considered. There should be at least four members on each board. The SO-CC is the presiding officer. It is the SO-CC's responsibility to see that all applicants are treated equally. A meeting should be held with board members prior to the interviews to discuss the purposes of the board and the manner in which the interviews are to be conducted. No relative of a candidate may be on this board.

(4) The application of each candidate should be reviewed with the board before the interview. This review will suggest topics to be discussed with the student. A copy of the candidate's application should be given to each board member for reference.

(5) After each interview, every member of the selection board is to complete a "Selection Board Rating Sheet" (enclosure (8)). The selection board score (sum of individual ratings times 4, divided by the number of raters) is placed in the appropriate box on the Applicant Summary Sheet. The rating sheets are to be attached to each application.

2.D.2. d. Reporting Division Candidates

(1) The two applicants with the highest score are the division's primary and alternate AIM candidates. The complete applications for the two candidates are to be sent to the DSO-CC (see Timetable pg. 2-3). A complete application will consist of:

(a) applicant's summary sheet
(b) preliminary application
(c) AIM Mathematic Computation Sheet
(d) transcript for 5 semester grades and PSAT, SAT, or ACT scores
(e) counselor's recommendations
(f) interview rating sheets
(g) two copies of the final application, properly executed, both sides, and notarized.

(2) Candidates who were interviewed and not selected should be so notified and thanked by letter, (enclosure (9)).

(3) After confirmation by the district, and not until, divisions may notify the candidates of their status, primary or alternate. See (enclosure (10)).

(4) The high schools should be notified of the results of the screening process and assured that records furnished by the school will be destroyed at the conclusion of the AIM program. Appreciation should be extended to school personnel for their efforts in making the program successful.

3. Phase III - Post Selection Responsibilities

a. Follow Up With Candidates:

(1) DSO-CC will notify candidates of reporting dates and times, and provide a list of suggested clothing and personal items to take along. See (enclosure (11)). Candidates report on the first Monday of the first full week in August.

(2) DSO-CC is responsible for assuring that travel forms are completed for each candidate and forwarded to the Academy by 15 July (enclosure (12)).

b. Travel Expense:

(1) It is the responsibility of the DSO-CC to complete and forward the mandatory candidate travel form to the Academy. The division SO-CC is also responsible for informing participants how to file for travel expense (enclosure (10)). Participants should be made aware that there is no uniform policy nationwide concerning reimbursement of expenses. Candidates from other divisions and districts may be reimbursed on a different basis.

2.D.3. c. AIM Day Orientation:

(1) An AIM Orientation Program should be held in May as an essential activity in achieving the program objectives. Coast Guard Orientation Program Information Letters will be sent to all SO-CC's for forwarding to those who participated in the interviews. Your efforts in encouraging candidates to attend this program are important.

d. CG Academy AIM Week Follow-Up and How To Apply For The CG Academy:

(1) SO-CC should forward to DSO-CC a report on AIM Week.

(2) Follow up with the candidates returning from AIM Week. Invite them to appear at an Auxiliary meeting or function. Keep in touch, help them fill out the Academy application.

(3) Applicants should be provided the most recent edition of the Coast Guard Academy Bulletin of Information, CG-147, to study thoroughly and learn the application procedures.

(4) All formal applications must be mailed to the Director of Admissions, U.S. Coast Guard Academy, New London, CT 06320, by 15 December.

(5) SO-CC should assure proper forms have been submitted to high school officials and that completed forms have been mailed to the Academy. There is an applicant's check-off list in the Coast Guard Academy Bulletin of Information.

(6) Applicants must complete the College Board Scholastic Aptitude Test (SAT) or the American College Testing Assessment (ACT). These must be made out and mailed to the indicated authority as shown on each form. The applicants must be sure to indicate on the form that a transcript of their scores be sent to the Academy.

(7) When College Board scores have been processed and sent to the Academy for evaluation, candidates whose scores entitle them to further consideration for an appointment are notified to appear at the nearest Coast Guard base or other agency for physical examination and possible interview by a Coast Guard officer.

(8) After the Evaluation Board at the Academy has reviewed the application forms and records of all candidates, the successful principal and alternate candidates are notified of their appointment, usually in the early spring. Then it is the function of the AIM officers to get in touch with these candidates, congratulate them and urge acceptance of the appointment. Encourage unsuccessful candidates to take the examination a second time, after further preparation.

(9) Continue to publicize and solicit desirable candidates for the Academy from high schools and preparatory schools.

2.D.3. e. Procedures For Reporting AIM Activity.

(1) Time spent assisting the Coast Guard in this Program will be credited as a RECRUITMENT SUPPORT MISSION and is accounted for in the Auxiliary Management Information System (AUXMIS).

(2) It is important that the National Liaison Division Chief be aware of the hours expended. The Auxiliary Mission Hour Report (CG-4947) must be promptly filled out in category nine and submitted in order that proper credit be given and the extent of Auxiliary effort can be measured.

f. Suggestions for Giving the Program Maximum Effectiveness:

(1) Hold seminars on AIM with all Auxiliary Career Candidate Officers, and include Coast Guard personnel, if possible.

(2) Develop a year-round program which will establish close relations with school personnel and other agencies. CC officers should maintain constant interest in the program and the young people involved.

(3) Become familiar with other branches of the Coast Guard so that such information can be made available to those interested in the broad scope of the Coast Guard activities.

(4) Cooperate with the Recruiting Assistance Program (RAP).

(5) Have AIM Satellite programs in local areas; if possible, at Coast Guard installations and with Coast Guard participation.

(6) Note and study information from national and unit officers involved in the AIM Program on the subject of making the program most effective. In other words, read your Auxiliary mail.

g. Special Comment -- For Your Information:

(1) The Coast Guard Auxiliary presents a copy of "Mariner's Pocket Companion" to each member of the Academy graduating class. It is presented by a national staff officer (usually the Auxiliary Academy and Recruiting Division Chief, DVC-MA) at the graduation exercises in May.

(2) On alternate years, an Auxiliarist gives a talk on the Coast Guard Auxiliary before the First and Second Classes at the Academy.

(3) An Award for Proficiency in Navigation is presented to a member of each graduating class of the Officer Candidate School at the Reserve Training Center in Yorktown, VA. Each of these classes also has in the curriculum a discussion on the Auxiliary.

(4) A video tape on the subject of the Coast Guard Auxiliary is shown at the Academy; OCS, Yorktown; and at Boot Camp, Cape May, NJ.

2.E. Instructions For Determination of AIM Selection Score

1. Selection Score

a. The AIM Selection Score has been designed to provide the AIM Selection Board with an equitable method for selecting applicants for the program, using criteria very similar to that used by the Cadet Evaluation Boards when they select candidates for the Academy. See "AIM Mathematical Computation Sheet" (enclosure (13)).

b. In the computation, the individual's overall high school average for five terms or rank in class for five terms is weighted 30% of the total score. The score on the PSAT, SAT, or ACT is weighted 30%. And finally, the candidate's academic quality, leadership potential, participation, etc., based on the application, records available, letters of recommendation and the selection interview is weighted 40%. You can see that the Board's judgement will weigh quite heavily in the final computation.

c. There are two main processes in determining a candidate's AIM Selection Score. The determination of the Pre-Board Score based on the candidate's academic grades and either the PSAT, SAT, or ACT scores; and the Selection Board score based on the interview. The Pre-Board Score should be computed prior to the board meeting and noted on the upper right hand corner of the AIM application.

2. Pre-Board Score Computation.

a. Compute high school 2 and 1/2 years average using all grades except Physical Education. See guide to computing overall high school average in paragraph E. No application may be considered unless actual numerical or letter grades are given on the transcript. Pass and failure grades cannot be considered.

b. Have SAT score - verbal and math handy. If only PSAT, add a zero to the verbal and math and use them like the SAT. Two digit SAT verbal and math may be recorded on the candidate's high school record. Add zero to them as well. Consider ACT scores.

c. If you do not have scores, you cannot consider the applicant, nor will the district approve one if submitted without scores.

3. Selection Board Score

a. The Selection Board score for each applicant is the average of the scores given by the Board members multiplied by four. There must be at least four board members.

$$\frac{\text{Sum of total scores}}{\text{number of raters}} \times 4 = \text{Selection Board Score}$$

2.E.4. Aim Selection Scores

a. Add Selection Board Score to the Pre-Board Score.

b. You now have the AIM Selection Score. Record this on upper right corner of application.

5. Guide to Computing High School Overall Average:

a. If 2 and 1/2 year high school average is given, round off to the nearest whole number.

Example: 92.8 X 24 = 2227.2 = 2227 academic score.

b. If 9th and 10th grade averages plus 11th grade first semester average is given:

$$\frac{\text{(9th plus 10th grade) times 2 + 11th grade}}{5} = \text{High School Avg}$$

Example: 9th grade average 90; 10th grade average 95; 11th grade (1st half) average 94.

$$\frac{(90 + 95) \times 2 + 94}{5} = \frac{(185) \times 2 + 94}{5} = \frac{370 + 94}{5} = \frac{464}{5} = 92.8$$

92.8 X 24 = 2227.2 = 2227 academic score

c. If the school furnishes a quarterly grade for a subject, you must determine the semester subject grade by averaging these two quarterly grades, unless the average is given. DO NOT ROUND OFF.

d. Some schools use letter grades and assign an index to each letter. An "A" may be given an index of 4.0 in one school and 4.5 in another, etc. The following table is a guide for conversion.

2.E.5. d. Conversion Table.

% Grade	Letter Grade	Index 4.0	Index 4.5	Index 5.0
95	A	4.0	4.5	5.0
94		3.9	4.4	4.9
93		3.8	4.3	4.8
92		3.7	4.2	4.7
91	A-	3.6	4.1	4.6
90		3.5	4.0	4.4-4.5
89	B+	3.4	3.8-3.9	4.3
88		3.3	3.7	4.2
87		3.2	3.6	4.0-4.1
86		3.1	3.5	3.9
85	B	3.0	3.3-3.4	3.8
84		2.9	3.1-3.2	3.7
83	B-1	2.8	3.0	3.6
82		2.7	2.9	3.4-3.5
81		2.6	2.8	3.2-3.3
80	C+	2.5	2.7	3.0-3.1
79		2.4	2.6	2.9
78		2.3	2.5	2.8
77		2.2	2.4	2.7
76		2.1	2.3	2.6
75	C	2.0	2.1-2.2	2.5
74		1.9	2.0	2.4
73		1.8	1.9	2.3
72		1.7	1.8	2.1-2.2
71		1.6	1.7	1.9-2.0
70	C-	1.5	1.6	1.8
69		1.4	1.4-1.5	1.6-1.7
68		1.3	1.3	1.4-1.5
67		1.2	1.2	1.3
66		1.1	1.1	1.1-1.2
65	D	1.0	1.0	1.0
Below 65	F	0	0	0

Count Letter Grade of "F" or Index Grade below "1.0" as 64%, unless you can find actual percentage.

The schools that use either a "Letter Grade" or an "Index Grade" may be able to supply you with the actual "Percentage Grade."

If you can determine the percentage grade, it is fairer to the candidate than to use either a "Letter Grade" or "Index Grade."

2.F. Instructions For AIM Selection Board

1. Purpose of Project AIM:

a. The primary purpose, as stated on page 1-1, is to assist the Coast Guard Academy in securing desirable young men and women as cadets and future officers. Although we concentrate now on the Project AIM summer program, it should be borne in mind that our efforts should be directed throughout the year in the overall mission of cadet procurement.

2. Nature of the Rating:

a. You are rating the AIM candidate on overall "promise", so both assets and liabilities must be considered. Although important, "academic promise" alone does not assure that an applicant will persist and/or show promise as a future officer.

b. In your interview and evaluation (enclosure (8)), it is important that you don't let your general impression of the individual influence the interpretation of any particular aspect of the candidate's record, i.e., "halo effect". Avoid the tendency to "excuse" or "explain away" apparent weak spots.

c. There are many factors which determine an AIM candidate's ability to complete the Academy and become a successful officer. Your task is to measure as fairly and accurately as possible the extent to which each candidate meets those requirements.

d. Your SO-CC will have determined the Pre-Board score before the Selection Board meets to interview candidates. This Score takes into account the high school marks and PSAT or SAT scores. YOUR JOB IS TO RATE THE CANDIDATE ON THE OTHER IMPORTANT FACTORS. These factors, which appear on the "Project AIM Selection Board Rating Sheet" (enclosure (11)), are discussed in the paragraphs which follow. You will assign one "standard score" for each item - either a 20, 30, 40, 45, 50, 60, 70, 80, 90 or 100. These instructions are based on the Academy's Cadet Evaluation Board's "Precepts."

3. Rating Factors:

a. Academic Quality

(1) This involves the academic quality of the high school as evidenced by the high school profile, if available, or the percent of graduates who go on to college. If a candidate's high school rank or marks appear to have suffered as a result of attending a high school which has higher than average academic standards and/or an above average student body, you should compensate for this by assigning a higher rating than would be assigned to a candidate with similar qualifications but who attended a less demanding high school. Your SO-CC officer may have to be consulted.

2.F.3.a. (2) The candidate who is on the college preparatory track, taking an accelerated program with honors courses in a demanding high school (taking analytic geometry, third year language, physics, history, and added electives in the junior year) is probably worth a rating of 100. A demanding high school might be one whose students are admitted by competitive examination and 95% of its graduates are admitted to four year colleges.

(3) On the otherhand, a candidate attending a regular high school, taking a normal science and math sequence with language and history, and a minimum program of four major subjects, might receive a rating of 60.

(4) The candidate who is not on the college preparation track, has not taken the normal math or science sequence, has taken little or no language, may have taken applied math or science, in a secondary school whose mission is to train young people for skilled jobs, might be rated at 20 or 30.

b. Leadership:

(1) Serving as Student Council Officer, President of the Junior Class, Varsity Team Captain or co-Captain, or Managing Editor of the high school newspaper is significant evidence of leadership ability. Someone who has had all of these responsibilities would rate a 60. Those with lesser leadership experience would be scored proportionally lower. No experience at all might rate a 20. You may find that a candidate has not put all experience down on the application. Proper questions on your part may reveal other leadership experiences the candidate has had, which will help you in determining the rating for this area.

c. Poise, Presence:

(1) Does the youngster have an upright, straight-forward bearing? Stage experience? Debate experience? Are questions answered clearly and with facility? Are thoughts expressed logically and in grammatically correct English? Is the candidate obviously at ease in the interview situation, able to maintain poise and bearing? Do you get the feeling that this young person is a leader? A candidate meeting all of the above would rate a 50. The 60 category might be reserved for the exceptionally outstanding person.

d. Recognition

(1) Is the candidate a member of the National Honor Society? Honor Roll? Special School Award? Does the candidate have a Civic award such as American Legion or Jay-Cees award? A candidate having four or more significant awards, such as the National Honor Society, would rate an 80; 70 for three awards, etc. Newsboy carrier pin would be considered a minor award.

2.F.3. e. Participation

(1) Is the candidate a member of the Student Council, clubs, or band? Does the candidate play sports outside of school (ice-skating, skiing, ball)? Intra-mural sports? A candidate who belongs to many organizations and participates in many activities might rate an 80. The quality of the participation, of course, is very important. The candidate may list a lot of minor activities and passively participate in some or not too much in others. This should get a rating of 50. However, extensive participation in a demanding activity as a leader may outweigh all the minor listed activities.

f. Sports

(1) The candidate who participates in three seasonal major varsity sports, achieves his varsity letter in each, and is All-County or All-State in one or more of them, should be rated 100 in this category. No school sports at all in the Freshman, Sophomore, and Junior years should be rated 20.

g. Application, Endurance

(1) Does the candidate have good work and study habits? Does the candidate persevere? Significant job experience after school or summers? Remember, a student who has been busy earning money during out-of-school hours has been making a useful application of time. In fact, the candidate with a record of strong work habits should be successful at the Academy.

h. Interest in the Coast Guard and/or Service Career

(1) This factor, i.e. motivation, is most difficult to evaluate. Letters of recommendation may help. Any indication that the candidate is primarily motivated by "free education" should be carefully evaluated in light of career potential. In these days of extensive financial aid, most youngsters can attend college though may not be able to afford a top quality, high tuition institution. Look for evidence that applicant is looking for or being pressured to take a "free week" at the Academy.

(2) Research has indicated that the individual who is unsure of the intended college major is less likely to complete college. Is the candidate aware of the military aspects of the Academy? The fact that a candidate comes from a Service family or has some relationship with the Coast Guard Auxiliary might be considered here, since such a candidate should be aware of the ramifications of a military career, thus indicating a higher possibility of persisting to graduation from the Academy.

2.F.3. i. Personality

(1) This area is also difficult to judge. Your questions should be designed to determine the candidates dependability, perseverance, self-confidence, emotional stability, and alertness. Any note of bitterness, depression, non-conformity (caution: don't confuse non-conformity with willingness to question ideas and concepts) should be evaluated carefully. The degree to which the candidate interacts well with others may provide some indication of this student's ability to accept discipline, certainly an important factor. After the relatively short interview session, you may find, however, that your rating will be based on an overall feeling you have about the candidate.

j. Writing:

(1) Writing ability is of considerable concern for cadets and Coast Guard officers. The Academy feels this aspect should be taken into consideration in a "whole-person" evaluation. Insofar as possible, rate the candidate on his brief composition about why he would like to be selected for the AIM program. Again, this may have to be a one-shot impression after reading it. Look for clarity of expression, including directness. The logical and reasoned development of the ideas should be apparent. The writing should be free of grammatical, punctuation and spelling errors. Too many words, redundancy, and lack of precision in word choice, mar clarity.

CHAPTER 3. RECRUITING ASSISTANCE PROGRAM (RAP)

A. History of the Recruiting Assistance Program

1. The Recruiting Assistance Program (RAP) was developed in 1972, the goal being to enable the Auxiliary to assist Coast Guard recruiting personnel in interesting qualified young men and women in a rewarding career as enlisted persons in the Coast Guard and Coast Guard Reserve.

2. RAP is unique in that it is designed to assist the Coast Guard in meeting its recruiting requirements through a contact and referral process conducted by civilian volunteers. This program can be far reaching and of major consequence to the Service and its people. Practically every young person between the ages of 17 and 27 is a prospect for a career in the Coast Guard.

3. Because of a differing recruitment climate in the various Coast Guard districts, it is not possible to establish exact procedures for all Auxiliarists to follow, particularly in the case of volunteers whose free time varies because of differing job, family, and community responsibilities. Therefore, this guide is intended only to provide general direction.

B. Objectives and Goals

1. The objectives of RAP are to assist with administrative tasks and to refer eligible young people, as profiled below, to Coast Guard recruiters. There are two ways to do this:

   a. During the normal course of Auxiliary operations, such as public education courses, CME's, etc., Auxiliarists should be alert for candidates for enlistment, or people close to them, such as parents, teachers, and relatives, to suggest the Coast Guard as a career option.

   b. Auxiliarists should coordinate, through their chain of command, with the regional recruiting office or officer in charge of the local recruiting office and become actively involved in recruiting. Auxiliarists can be particularly helpful in areas remote from recruiting offices.

2. Candidate profile:

   a. Regular enlistment - 17-27 year old men and women who have high school diplomas or equivalency diplomas. To enlist in the Regular Coast Guard, they must have already graduated from high school. Minorities and women are particularly desirable candidates. Candidates should be in good health and should not have been involved in serious trouble with civil authorities.

   b. Reserve enlistment - 17 to 35 year old men and women. Again, candidates must have high school diplomas or equivalency diplomas. Students who are at least 17 years old can also enlist. There are many Reserve programs and they are open to a wide range of skills and experiences. Anyone interested in Reserve programs should get full details from a recruiter.

3.B.3. An annual goal of 3,000 Auxiliary referrals has been set. This equates to approximately 15 referrals per division. This goal can be negotiated up or down with the local recruiters, depending upon their exact needs.

4. Recruiting success depends in part upon national unemployment rates, which vary from year to year, and upon the number of students graduating from high school each year. At present, unemployment is down and the number of high school graduates (prospective applicants) will be dropping through the mid-1990's. RAP should not wilt in the face of these trends. It should be an ongoing commitment to help the local recruiter.

C. Team Organization

1. The District Staff Officer - Career Candidates (DSO-CC) and the Assistant District Staff Officer - RAP (ADSO-CCR) must maintain close liaison with the cognizant Coast Guard regional recruiting office and Director of Auxiliary (DIRAUX) in order to clear all activities through them. This will avoid any possible redundancy, or misunderstanding and ensure that Auxiliarists are kept up-to-date in regard to recruiting program changes. Direct liaison between individual divisions/flotillas and local recruiting offices is encouraged.

2. Division Staff Officers - Career Candidates (SO-CC) should ensure that the Flotilla Staff Officers - Career Candidates (FSO-CC) within the division are assigned specific areas of responsibility to avoid duplication of effort or an "over kill." They should also encourage training of Auxiliarists in those areas where recruiters are available to assist with the training. Division and flotilla leaders shall coordinate local activities directly with the officers in charge of local recruiting stations.

D. Relationship Between the Auxiliarist and Recruiter

1. All Auxiliary participation in recruiting activities must be coordinated with the local recruiter. (See enclosure (14) for locations of Coast Guard recruiting offices for each Auxiliary district/region). Auxiliarists should not actively pursue candidates or schedule activities unless the recruiter concurs with the plans. This will prevent the Auxiliarist and the recruiter from ending up in the same place at the same time.

2. Auxiliarists are not recruiters and are not expected to be experts in physical requirements, enlistment standards, educational opportunities, programs, etc. (A brief description of these areas is provided in enclosures (15) and (16). Auxiliarists should tell peopl about the Coast Guard -- what it does and what its people do. They should plant a spark of interest in teenagers, teachers, parents, etc., and steer candidates directly to a recruiter who is trained and updated on programs and can talk specifics. If there are no recruiters in the immediate area, Auxiliarists should give the candidate's name and telephone number to the nearest recruiting offic and ask the recruiter to call the candidate.

3.D.3. Officers in charge of recruiting offices should give periodic feedback to the local Auxiliary unit officers on the success of the programs in use, as well as suggestions for improvements and identification of problem areas. Regional commanding officers shall also be kept advised on these matters.

E. Basic Program Activities. Three general areas of help have been defined for Auxiliarists interested in the Recruiting Assistance Program: "opening doors", administrative assistance, and referral service.

1. Opening Doors:

a. The typical recruiter is usually a stranger in town and can use help in learning the "territory." Auxiliarists should keep in touch with the local recruiting office, introduce themselves to the new recruiters and show them around town.

b. Auxiliarists can assist the recruiter by opening doors -- introducing them to key personnel at the newspaper, the radio and TV stations, and in the school systems.

c. Publicity is the particular need of every Coast Guard recruiter. They have professionally prepared public service announcements, printed ads, and posters. Help recruiters get them to the right people in order to take maximum advantage of this resource.

d. Auxiliarists who live in an area without a recruiting office can still help the recruiters. They can obtain a recruiting poster or make one and ask the high school counselor to display it in a prominent position. It should include an Auxiliarist's name and telephone number. Posters can also be placed in community and youth centers and other places where people gather. The name and number of the callers should be passed on to the recruiter.

2. Administrative Assistance:

a. Auxiliarists can increase the productivity of the recruiter by helping with the administrative responsibilities in the office. This frees the recruiter to spend more time actively seeking out and selling prospects. This type of assistance includes: answering telephones in the office, assisting with preparation of enlistment forms, maintaining literature racks, and providing transportation to airports for recruits.

b. Auxiliarists can also assist outside the office by attending open houses with the recruiter and passing out literature, recording names and addresses, and answering questions. During processing for enlistment, they can also help applicants stay interested in the Coast Guard by telephoning them to see how things are going and to offer help with forms, references, etc.

3.E.3. Referral Service:

a. There are numerous sources of potential candidates:

(1) Candidates encountered during normal Auxiliary functions such as CME's, public education courses, etc.

(2) Candidates encountered during recruiting activities at a high school open house or career fair, or those encountered as a result of making presentations at Service clubs, fraternal organizations, veterans organizations, etc.

(3) AIM candidates and other Academy applicants who were not offered appointments.

(4) Sons, daughters, friends, and relatives of parents or other adults, such as school or community leaders, encountered through boat shows, speakers bureau activities, etc.

b. Persons who indicate an interest in joining the Coast Guard should be referred to the recruiter. They should appear to meet the minimum qualifications listed in paragraph 3.B.2.b, Candidate Profile. Auxiliarists should pass the name and number of the candidate on to the recruiter with a request that the recruiter call the candidate back. Follow-up should be made to ensure the recruiter and candidate have talked.

F. Helpful Hints

1. Be neat in appearance - wear a clean, neat and proper uniform. Emphasize the fact that the Auxiliary is assisting the Coast Guard in this and other missions.

2. Follow-up of referrals must be timely. Too much delay may result in the candidate losing interest or joining another Service.

3. Make up a basic Coast Guard information packet that can be carried in an automobile or boat. Material can be given to anyone making inquiry about the Coast Guard. Auxiliarists should put their name and member number on the material to ensure that the candidate has someone to contact.

4. Until direct contact with a recruiter can be made, an informal discussion over coffee with the candidate and the parents could stimulate interest.

5. Recruiting officers should have the names, addresses, and telephone numbers of participating Auxiliarists in their local area of responsibility. Conversely, Auxiliarists should know the local recruiters and also know where to go for information if the recruiter is not available.

3.F.6. This program should be publicized in District, Division and Flotilla Newsletters in order that all Auxiliarists have the opportunity to assist and participate.

7. With the exception of the reporting procedures, the flexible contents of this guide may be modified or adapted if local requirements are at variance.

8. The information included in the program guide, enclosures (15) and (16), should be periodically checked to ensure that it is current.

G. Reports

1. Time spent assisting the Coast Guard in this program will be accounted for in the Auxiliary Management Information System (AUXMIS). Auxiliarists shall report time spent in recruiting activities on the Auxiliary Mission Hour Card, CG-4947, item 9.

2. Recruiters will list the number of referrals received each month from the Auxiliary in the "Remarks Section" of the Monthly Report Of Recruiting Activities, CG-2957, RCS-G-PMR-5039.

3. By inserting the appropriate code (09) in digits three and four of item 10 of the enlistment contract, Recruiters will credit the Auxiliary for each enlistment made as a result of a referral.

H. Materials

1. The following materials are available through the Auxiliary National Supply Center:

a. A four page script to be used as a guide for talking to prospective applicants. It has been designed for use with a group, but can be used for one-on-one situations as well. It can be modified to incorporate local Coast Guard missions and can be duplicated locally. ANSC Stock Order Number 5014. Order in lots of 10.

b. Recruiting publication entitled "Choices". This is a small pamphlet that can be given to interested persons. It describes Regular and Reserve enlistments, Officer Candidate School, and the Academy. Publication Number is G-PMR27-AUX. ANSC Stock Order Number 3026. It may be ordered in lots of 50. Maximum order for flotillas is limited to 500, divisions 2,000.

2. A 35MM slide carousel depicting Coast Guard missions and activities is available to assist Auxiliarists in telling the Coast Guard story. It contains a script that should be read as the slides are shown. Carousels have been distributed to all recruiting offices. Each district Director of Auxiliary and Division Captain (or DSO-CC) has one. Flotillas or individuals may check them out from these sources.

ENCLOSURE (1) TO COMDTINST M1100.4

DEPARTMENT OF TRANSPORTATION

UNITED STATES COAST GUARD AUXILIARY

(AUTHORIZED BY CONGRESS 1939)

THE CIVILIAN COMPONENT OF THE U.S. COAST GUARD

Date _____

John Doe, Student Counselor
Central High School
Big Town, USA

Dear Mr. Doe:

Each year the United States Coast Guard Auxiliary is privileged to select several highly qualified young men and women to participate in the Academy Introduction Mission (Project AIM). Project AIM is a five day program conducted the first full week in August at the United States Coast Guard Academy, New London, CT. Two hundred young people, sponsored by the Auxiliary, are guests of the Academy. AIM participants live the routine of new cadets, from reveille to retreat, experiencing many of the exciting activities of Coast Guard cadets.

It is a unique opportunity to observe the rich traditions of this famous service Academy and assess the educational and other benefits of a career in the United States Coast Guard. The basic requirements for participation in "Project AIM" are:

1. A U.S. citizen not over 18 years and not under 15 years of age.
2. Between the junior and senior years in high school.
3. Good scholastic record, in upper 25% of class.
4. Visual acuity 20/200 correctable to 20/20 or better, refractive error not to exceed +/- 5.50 diopters. Astigmatism not to exceed 3.00 diopters, Anisometropia not to exceed 3.50 diopters. Not colorblind.
5. Good health, with no physical handicaps or defects.
6. Good leadership potential.
7. Genuine interest in a career in the United States Coast Guard.

If you have any students who, in your judgement, meet these requirements, and are interested in applying for "Project AIM" please have them contact me regarding an application. The following must be submitted by 15 March: (1) a Preliminary AIM Application; (2) PSAT or SAT results; (3) a transcript of the high school record showing grades for the first five semesters and the student's rank in class; and (4) a brief counselor recommendation. Personal interviews will be arranged for those students whose applications are complete and merit further consideration.

I would greatly appreciate it if you would bring "Project AIM" to the attention of your Juniors who might be interested in the Academy and a nautical career as a commissioned officer in the United States Coast Guard. The United States Coast Guard Academy, you undoubtedly know, is the only national service Academy whose admission is strictly by academic competition and not by congressional appointment. There also is no geographical quota on Coast Guard Academy appointments.

We feel that this may be an outstanding opportunity for one of your students and hope that you will cooperate with us in this endeavor.

If there is any way in which I can be of assistance to you, please contact me.

Sincerely,

_____
Project AIM Officer
U.S. Coast Guard Auxiliary

_____

_____

Phone_____

UNITED STATES COAST GUARD AUXILIARY

Preliminary Application — Cadet Procurement Program

PROJECT AIM

Date: _____

To: AIM Officer, Flotilla/Division _____

I hereby apply for consideration as a candidate for the Academy Introduction Mission at the United States Coast Guard Academy this summer. I understand that there is no expense on my part, and that I am under no obligation to the Coast Guard unless I desire to go further of my own free will.

I certify that I possess the following qualifications:

1. I am not over 18 years or under 15 years of age and a United States citizen.
2. I am currently in my JUNIOR YEAR of high school.
3. I have no physical handicaps or defects, and am in good health.
4. I have a good scholastic record.
5. My visual acuity is 20/200 correctable to 20/20 or better, refractive error not to exceed ± 5.50 diopters. Astigmatism not to exceed 3.00 diopters. Anisometropia not to exceed 3.50 diopters. No color blindness.
6. I understand the objectives of the Coast Guard and am interested in them.
7. I HAVE HAVE NOT taken the College Entrance Examination test. If YES, indicate scores below.
8. Scholastic average of 85 over 2½ year period.

PSAT: VERBAL _____ MATH _____ TOTAL _____

SAT: VERBAL _____ MATH _____ TOTAL _____

ACT: _____ TOTAL _____

Name _____ Telephone No. Area ( ) _____

Address _____
(RD No.) No. & Street City or Town State Zip Code

Date of Birth _____ Height _____ Weight _____

Schools attended: _____

Freshman year _____

Sophomore year _____

Junior year _____

High School Academic Average (5 terms) _____

High School Athletic Record:

	SPORT	POSITION	WIN LETTER?
Freshman			
Sophomore			
Junior			

Other extra-curricular activities such as Scouting, Demolay, Hi Y, YMCA, etc. (Indicate position of leadership held if any.)

ACTIVITY	POSITION OR ACHIEVEMENT

Have you ever been employed? If so, list dates and type of employment.

In from 25 to 150 words, carefully explain in your own handwriting why you would like to be selected for the U.S. Coast Guard Auxiliary AIM Program. (Use additional page, if necessary.)

Date: _____ Signature _____

ENCLOSURE (3) TO COMDTINST M1100.4

DEPARTMENT OF TRANSPORTATION

UNITED STATES COAST GUARD AUXILIARY

(AUTHORIZED BY CONGRESS 1939)

THE CIVILIAN COMPONENT OF THE U.S. COAST GUARD

Date _____

Mr. John Doe, Counselor
Central High School
Big Town, USA

Dear Mr. Doe:

I recently wrote to you about the U.S. Coast Guard Auxiliary's Academy Introduction Mission (Project AIM), which is designed to give qualified young men and women an opportunity to learn about the Coast Guard Academy and a career as a commissioned officer in the United States Coast Guard. Project AIM provides a 5 day visit to the Academy and is an opportunity for which some of your students may wish to apply.

If it is convenient, I would appreciate a chance to talk with you about Project AIM in the near future since our deadline for submission of candidates is fast approaching.

If you would like me to assist you by meeting some of your interested students to answer questions, I would be most pleased. You can contact me at the number listed below.

Thank you very much for your cooperation.

Sincerely,

_____
Project AIM Officer
U.S. Coast Guard Auxiliary

_____

_____
Phone _____

DEDICATED TO PROMOTING RECREATIONAL BOATING SAFETY

ENCLOSURE (4) TO COMDTINST M1100.4

DEPARTMENT OF TRANSPORTATION

UNITED STATES COAST GUARD AUXILIARY

(AUTHORIZED BY CONGRESS 1939)

THE CIVILIAN COMPONENT OF THE U.S. COAST GUARD

Date _____

_____
_____
_____

Dear (applicant)

Thank you for your interest in the AIM program and for submission of the necessary applications.

A preliminary evaluation of the applications submitted for Project AIM was made and I regret to inform you that your application does not meet the minimum scholastic requirements for this program.

Failure to meet the academic standards for Project AIM does not automatically mean rejection by the Academy if you decide to apply. It would be advisable, however, to have alternate college plans as the competition for admission to the Coast Guard Academy is very keen.

If I can be of any assistance in helping you formulate your future plans, do not hesitate to call me.

Sincerely,

_____
Project AIM Officer
U.S.Coast Guard Auxiliary

_____

_____
Phone: _____

DEDICATED TO PROMOTING RECREATIONAL BOATING SAFETY

APPLICANTS SUMMARY SHEET

Last Name First Name No.	School	Program Type	AVERAGE 1	 2	 1/2	 2 1/2	Best Subject		(P) SAT V	 M	 T	ACT T	Pre-Board Score	Selection Board Score	Total Selection Score
Comments and Disposition															
Comments and Disposition															
Comments and Disposition															

ENCLOSURE (5) TO COMDTINST M1100.4

ENCLOSURE (6) TO COMDTINST M1100.4

DEPARTMENT OF TRANSPORTATION

UNITED STATES COAST GUARD AUXILIARY

(AUTHORIZED BY CONGRESS 1939)

THE CIVILIAN COMPONENT OF THE U.S. COAST GUARD

Date_____

_____
_____
_____

Dear (Applicant):

We have received your preliminary application for consideration as a candidate for Project AIM.

The selection process will include a personal interview. This interview is an opportunity for the selection committee to get to know the applicants personally. They are interested in your goals as well as some of the feelings that motivate you.

You are requested to be present for your interview as indicated below:

Date: _____
Time: _____
Place: _____

The division will select two candidates and forward their applications to District Headquarters which will designate one as principal and the other as an alternate candidate. Alternates may become candidates if an opening becomes available.

We feel that this may be an outstanding opportunity for you to learn what a career as an officer in the U.S. Coast Guard may mean to you.

Your interest in the United States Coast Guard is appreciated.

Sincerely,

_____
Project AIM Officer
U.S. Coast Guard Auxiliary

_____
_____
Phone: _____

Copy: Guidance Counselor
_____High School

DEDICATED TO PROMOTING RECREATIONAL BOATING SAFETY

ENCLOSURE (7) TO COMDTINST M1100.4

DEPARTMENT OF TRANSPORTATION

UNITED STATES COAST GUARD AUXILIARY

(AUTHORIZED BY CONGRESS 1939)

THE CIVILIAN COMPONENT OF THE U.S. COAST GUARD

Date _____

_____
_____
_____

Dear _____:

This is to officially confirm your appointment as a member of the Academy Introduction Mission Selection Board. Your background and interest will be of major importance in choosing highly qualified young people for the U.S. Coast Guard Academy.

The Selection Board process will take place at (time), on (date), in Room, _____, located at

_____

Thank you for your willingness to serve this worthwhile program.

Flotilla/Division or District CC Officer

DEDICATED TO PROMOTING RECREATIONAL BOATING SAFETY

ENCLOSURE (8) TO COMDTINST M1100.4

PROJECT AIM SELECTION BOARD RATING SHEET

Candidate's Name:_____ **Age:**_____

Rater's Name: _____ **Division:**_____

Instructions: Rate Candidate on qualifications listed below. Be sure you have studied the instructions for this rating sheet. Circle one of the standard scores for each category. Enter score on line.

1. ACADEMIC QUALITY: College Preparatory Track (regular math, algebra, geometry, trigonometry, language, physics, chemistry, history) H.S. Honors, Accelerated courses at demanding H.S. **RATING:**

   20 / 30 / 40 / 45 / 50 / 55 / 60 / 70 / 80 / 90 / 100 _____

2. LEADERSHIP: Student Council Officer; Team Captain; Editor of Magazine or Newspaper; Boy Scout Leader; etc.

   20 / 30 / 40 / 45 / 50 / 55 / 60 _____

3. POISE, PRESENCE: Self-confident; Clarity of Expression; Experience on Stage; Debate Society; etc.

   20 / 30 / 40 / 45 / 50 / 55 / 60 _____

4. RECOGNITION: National Honor Society; other Academic or Civic Honors.

   20 / 30 / 40 / 45 / 50 / 55 / 60 / 70 / 80 _____

5. PARTICIPATION: Student Council membership; Club membership; Band; Intramural Sports; Home(sandlot) sports; Ice-skate; Ski.

   20 / 30 / 40 / 45 / 50 / 55 / 60 / 70 / 80 _____

6. SPORTS: Junior Varsity; Varsity; How Many?; Letters - JV - Varsity; Majors Sports (Football, Baseball, Basketball, Soccer, Hockey, etc.) All-County; All-City; All-State etc.

   20 / 30 / 40 / 45 / 50 / 55 / 60 / 70 / 80 / 90 / 100 _____

7. APPLICATION, ENDURANCE: Study Habits (how many hours - extra projects); Work experience - after school, summers.

   20 / 30 / 40 / 45 / 50 / 55 / 60 / 70 / 80 _____

8. INTEREST IN COAST GUARD OR SERVICE CAREER: Probable college major.

   20 / 30 / 40 / 45 / 50 / 55 / 60 / 70 / 80 / 90 / 100 _____

9. PERSONALITY: Emotional Stability; Socialization; Cynicism, Bitterness; Attitude toward School and Administration.

   20 / 30 / 40 / 45 / 50 / 55 / 60 / 70 / 80 _____

10. WRITING: Your judgement of ability to express self in writing based on written sample of Preliminary application.

    20 / 30 / 40 / 45 / 50 / 55 / 60 _____

Comments: **TOTAL SCORE (MAX 800)** _____

DEPARTMENT OF TRANSPORTATION

UNITED STATES COAST GUARD AUXILIARY

(AUTHORIZED BY CONGRESS 1939)

THE CIVILIAN COMPONENT OF THE U.S. COAST GUARD

Date _____

_____
_____
_____

Dear _____ (applicant) _____

Thank you very much for participating in our "Project AIM" screening interview. Although you were not chosen as a candidate for the program, you and all the applicants impressed the Selection Committee as being well qualified to pursue a Coast Guard career.

In fact, we encourage you to apply for admission to the Coast Guard Academy this fall and offer our assistance should you wish it. Quite a number of individuals who were not chosen to participate in AIM have been admitted to the Academy. Let me assure you that the records you submitted to us are held in strictest confidence and will be destroyed after the AIM program is completed this year.

I do hope you had an opportunity to participate in our annual Coast Guard Orientation Day program. This exposure to the Coast Guard and the Academy gave you the information needed to apply on a direct basis. The individuals attending the AIM program at the Academy also have to make a formal application.

If you are not offered an appointment to the Academy, I seriously recommend that you consider enlisting in the Coast Guard Reserve. There is a program especially designed for students. You would receive training during the summer when school would not be in session. You would drill on special weekends during the year. Both forms of duty would earn you money to help pay college expenses. You would also earn benefits under the GI Bill. See a Coast Guard recruiter about all the benefits of this program, or call 1-800 - 484-5883

Thanks once again for your participation and congratulations on your fine achievements.

Sincerely,

_____
Project AIM Officer
U.S. C.G. Auxiliary

_____
_____
Phone: _____

ENCLOSURE (10) TO COMDTINST M1100.4

DEPARTMENT OF TRANSPORTATION

UNITED STATES COAST GUARD AUXILIARY

(AUTHORIZED BY CONGRESS 1939)

THE CIVILIAN COMPONENT OF THE U.S. COAST GUARD

Date _____

To: _____
_____
_____

Dear (applicant) :

I am pleased to inform you that the AIM Selection Board of this Division has chosen you as its Project AIM (Principal/Alternate) candidate.

Project AIM week will be held, for the Principal Candidate, at the United States Coast Guard Academy, New London, CT.

From: _____
To: _____

If additional accommodations become available, alternates may be selected to fill them.

If for any reason you will not be able to participate, please notify me immediately at the address below. Additional information concerning arrival and discharge times, personal articles to bring etc., will be sent to you in a few weeks.

Division _____, U.S. Coast Guard Auxiliary, will subsidize the cost of travel to and from the Coast Guard Academy in the amount NOT TO EXCEED $ _____.

Congratulations once again on your excellent achievement.

Sincerely yours,

Project AIM Officer
U.S. Coast Guard Auxiliary
_____
_____
Telephone: _____

Copy to: _____
High School Counselor

DEDICATED TO PROMOTING RECREATIONAL BOATING SAFETY

DEPARTMENT OF TRANSPORTATION

UNITED STATES COAST GUARD AUXILIARY

(AUTHORIZED BY CONGRESS 1939)

THE CIVILIAN COMPONENT OF THE U.S. COAST GUARD

Date _____

To: _____
_____
_____

Dear (Applicant)

Congratulations on having been selected as a candidate to attend the Academy Introduction Mission, "Project AIM", at the Coast Guard Academy. You are authorized to report to the U.S. Coast Guard Academy, New London, CT, between 12 noon and 4:00 PM, Eastern Daylight Saving Time, on Monday_____for a period of five days, terminating at 12 noon on Saturday, _____. I would like to assure you that you are in no way obligating yourself by participation in this program.

While at the Academy, the Coast Guard will:

a. provide quarters and subsistence after noon on Monday to noon on Saturday. (Separate quarters will be provided for males and females)
b. pay the cost of linen charges and such other incidentals as may be deemed appropriate;
c. arrange a suitable and interesting program.

It is suggested that you take the following articles with you:

Dungarees or casual trousers
Coins (for laundry machines)
Toilet articles
Wrist watch
Medications (if any) currently required
Shorts and T shirts (white or blue) for general athletic activities
Light jacket or sweater
Two towels - wash cloths
Athletic socks (4-6 pairs)
Gym shoes or sneakers, 2 pairs
Small flashlight

DO NOT BRING RADIO, GAMES OR ADDITIONAL DRESS CLOTHING.

If any unforeseen circumstances should arise that will prevent you from participating in this program, it is requested that you notify the undersigned immediately so that an alternate may be selected.

Telephone numbers at the Academy during the week: _____
Project AIM Officer _____
Chase Hall Duty Officer during AIM Week _____

(IF APPROPRIATE) In order to obtain reimbursement for to and from the Academy travel expense as agreed, please submit to your Division Project AIM Officer, the receipts for actual expenditures.

It is hoped that this Coast Guard Auxiliary sponsored program will provide you with many new and enjoyable experiences and will increase your knowledge of the Coast Guard and the Coast Guard Academy.

Sincerely yours,

_____
_____
_____

Copy: SO-CC, Division _____

ENCLOSURE (12) TO COMDTINST M1100.4

AIM TRAVEL WORKSHEET

TO: Director of Admissions
U.S. Coast Guard Academy
New London, CT 06320

(MUST be completed by DSO-CC for each candidate and submitted no later than 15 July 19 ___).

From: DISTRICT _____ DIVISION _____ Date _____
DSO-CC _____ Phones: Home _____
Business _____

CANDIDATE INFORMATION

Candidate's complete name _____
Candidate's complete address _____
_____
Parent/Guardian Phone Number: _____

TRAVEL MODE _____ CARRIER _____
(Auto, Train, Bus, Plane) (Amtrak, Greyhound, United etc.)
**See below

ARRIVAL TIME AT NEW LONDON _____ Carrier _____
DEPARTURE TIME FROM NEW LONDON _____ Carrier _____
SCHEDULED ARRIVAL BACK HOME, Date _____ Time _____
Place _____

ADDITIONAL INFORMATION

Has the AIM Week criteria been discussed? _____
Does candidate have required personal gear? _____
Does candidate have ample spending money? _____
Is candidate taking any type of medication? _____

ACADEMY AND HOUSING NEEDS

Is candidate arriving prior to prescribed time? _____
Is candidate leaving after prescribed time? _____
Candidate will _____ will not ___ need supplemental housing. _____.

** Arrival time at New London (Monday, August ___, Noon - 4 PM)
The Academy will arrange to pickup and return the candidates at/to Bus Station or Train Station in New London, or at/to the Groton Airport on the prescribed dates only.

White copy: Director of Admissions, USCG Academy, New London, CT 06320
Yellow copy: BC-ALR
Pink copy: CC officer file copy

ENCLOSURE (13) TO COMDTINST M1100.4

AIM MATHEMATIC COMPUTATION SHEET

Candidate's Name _____A. CANDIDATE_____ Division ____13____

(Please Print - First Name - Last Name)

SAMPLE

ACADEMY SCORES (MAXIMUM 2400 POINTS)

"Percentage" Scores for entired year enter in 1st & 2nd half.

"Percentage" Scores for one half year enter in either 1st or 2nd half.

"Letter" or "Index" scores - Enter "Percentage Scores" from Table I.

SAMPLE

Subject	9th grade 1st half	9th grade 2nd half	Subject	10th grade 1st half	10th grade 2nd half
Physics	85	90	Chemistry	90	92
History I	88	92	History II	83	85
Geometry	90	92	Algebra	84	85
			Accounting	86	
Science I		92	Science II	85	89
Government	80	88			
Language I	83	89	Language II	84	88

Subject	11th Grade	Subject	11th Grade
Math	90	Business Math	90
History	93		
Language	88		
Government	92		

Total of All Scores ___2373___ times 24 = __56952__

divided by "Total Boxes With Scores Above" ____27___ = •__2109__•

PSAT OR SAT SCORES (MAXIMUM 2400 POINTS)

Math Score ___700___ times 2 = ___1400__ + Verbal Score ___600___ = •__2000__•

Pre-Board Total (Maximum 4800 points) (---4109---)

INTERVIEW (MAXIMUM 3200 POINTS)

Interviewer #1 ___700___ Interviewer #2 ___720___ Interviewer #3 ___690___

Interviewer #4 ___705___ Interviewer #5 ___710___ Interviewer #6 _____

Total __3525___ times 4 divided by "nbr of interviewers" = •__2820__•
(All Interviewers - must be at least 4 interviewers)

GRAND TOTAL (all entries •_____•) (MAXIMUM 8000 POINTS) __6929___

RECRUITING OFFICES BY AUXILIARY DISTRICT/REGION

DISTRICT/REGION	RECRUITING OFFICE	*ZIP CODE
1ST	Springfield, MA	010-013, 050-053, 055-059
	Worcester, MA	014-016
	Boston, MA	017-024
	New Bedford, MA	025-026
	Providence, RI	027-029
	Manchester, NH	030-039
	Portland, ME	040-049
2NR	Omaha, NE	500-526, 528, 568-579, 680-692
	Minneapolis, MN	540, 544-548, 550-554, 559-567, 580-588
2WR	Denver, CO	693, 800-820, 822-831
	Kansas City, MO	640-648, 653, 656-679,730-749
	St. Louis, MO	420, 527, 607-639, 649-652, 654-655
2SR	Memphis, TN	370-374, 380-386, 716-729
	Birmingham, AL	318-319, 341-359, 362
2ER	Cincinnati, OH	410-419, 428-433, 450-457, 459-462, 470, 472-474, 478-479
	Louisville, KY	375-379, 398-409, 421-427, 471, 475-477
	Pittsburgh, PA	150-154, 160-163, 247-266, 268, 437-439, 446-447
3NR	Hartford, CT	060-069
	Newark, NJ	070-073, 075-077, 079, 089
	Albany, NY	054, 120-129
	New York, NY	090-113
	Freeport, NY	114-119
3SR	Philadelphia, PA	080-087, 173-176, 189-194, 197-199
	Harrisburg, PA	155-159, 166-172, 177
	Wilkes-Barre, PA	074, 078, 088, 178-188, 195-196
5TH	Glen Burnie, MD	210-215, 217, 219, 267
	Salisbury, MD	216, 218
	Greensboro, NC	269-274, 280-282, 286-289
	Morehead City, NC	278, 283-285
	Raleigh, NC	275-277
	Richmond, VA	224-225, 227-232, 238-239, 244-245
	Alexandria, VA	200-209, 220-223, 226
	Norfolk, VA	233-237, 279
	Roanoke, VA	240-243, 246
7TH	San Juan, PR	006-009
	Charleston, SC	290-301
	Atlanta, GA	302-303, 305-312, 317
	Jacksonville, FL	304, 313-316, 320-323, 326
	Tampa, FL	327-329, 335-338
	Miami, FL	330-334, 339-340

IRST THREE DIGITS ONLY

RECRUITING OFFICES BY AUXILIARY DISTRICT/REGION

DISTRICT/REGION	RECRUITING OFFICE	*ZIP CODE
8TH	Mobile, AL	324-325, 360-361, 363-368, 395
	Jackson, MS	369, 387-394, 396-397
	New Orleans, LA	694-705, 707-708, 713-715
	Houston, TX	706, 759, 770-778
	Dallas, TX	709-712, 750-758, 760-768, 790-792, 795-796
	San Antonio, TX	779-789
	Albuquerque, NM	769, 793-794, 797-799, 866-889
9ER	Buffalo, NY	130-149
	Cleveland, OH	164-165, 434-436, 440-445, 448-449, 458
9CR	Detroit, MI	480-497
9WR	Niles, IL	463-469, 600-606
	Milwaukee, WI	498-499, 529-539, 541-543, 549, 555-558
11TH	Phoenix, AZ	848-865, 890-892
	Cerritos, CA	899-905, 907-909, 913-916, 926-927, 930-931, 933-935
	Riverside, CA	906, 910-912, 917-919, 923-925, 928-929
	San Diego, CA	920-922
12TH	Sacramento, CA	839-847, 893-898, 945-948, 952-953, 956-959, 961
	Fresno, CA	932, 936-939
	San Francisco, CA	940-944, 949-951, 954-955, 960, 962-966
13TH	Helena, MT	589-599, 821
	Boise, ID	832-837, 979
	Spokane, WA	838, 990-992, 994
	Portland, OR	970-977, 986
	Yakima, WA	978, 988-989, 993
	Seattle, WA	980-985, 987
14TH	Honolulu, HI	967-969
17TH	Anchorage, AK	995-997
	Juneau, AK	998-999

*FIRST THREE DIGITS ONLY

REGULAR ENLISTMENTS

Non-Prior Service

Eligibility Requirements:

Ages 17 through 27
U. S. citizen or immigrant alien
Physically qualified
Mentally qualified (AFQT 40 or more)
High school diploma or GED
Good moral character
Not more than 2 dependents

Required service:

Eight weeks recruit training, Cape May, NJ
Four years active duty

Prior Service

Eligibility Requirements:

Mentally and physically qualified
High school diploma or GED
U. S. citizen
Good moral character

- For pay grade E-3 or below:

  Must not have reached age 30
  Must have less than 6 years prior service
  Not more than 2 dependents (waivers considered)

- For pay grade E-4 and above:

  Must not have reached age 35 (one exception - may be enlisted up through age 39 if age minus total active service equals less than 35)
  No more than 5 years since separation
  No more than 13 years total active service
  Not more than 3 dependents (waivers considered)
  Rating must appear on Open Rate List (see recruiter)

Required service:

- For other than prior Coast Guard:

  Four weeks indoctrination, Cape May, NJ
  (if less than 2 years active duty, enlistee will attend eight weeks recruit training, Cape May, NJ)
  Four years active duty

- For prior Coast Guard:

  No basic training required if previously completed
  May enlist for 3, 4, 5, or 6 years

Entitlements

G. I. Bill
Eligible for training schools
Free medical and dental care
Thirty days annual vacation with pay
Commissary and exchange privileges
World wide travel opportunities

RESERVE ENLISTMENTS

Non-Prior Service

Eligibility Requirements:

Ages 17 through 27
(A program exists for individuals with special skills aged 26 through 35)
U. S. citizen or immigrant alien
Physically qualified
Mentally qualified (AFQT 40 or more)
High school diploma or GED
Good moral character
Not more than 2 dependents for E-3 and below
Not more than 3 dependents for E-4 and above

Required Service:

Most programs require a ten week boot camp and completion of a formal training school. This may be split over two summers or completed consecutively.
Enlistment is for 8 years.

Prior Service

A program is available for veterans with no military obligation remaining. See the recruiter for details.

Entitlements

G. I. Bill
Eligible for guaranteed schools
Supplementary monthly income
While on active duty:
Free medical and dental care
Earn leave at 2 1/2 days per month
Commissary and exchange privileges

*U.S. GOVERNMENT PRINTING OFFICE: 1986—491-928/54719